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GWS 506-001
Class Meeting: MWF 12-12:50 p.m.
Whitehall Classroom Bldg-Rm.205

GWS 506: The History of Sexuality in the United States *Fall 2016*

Course Description:

Covering a broad chronological scope, from the colonial period to the present, this course is designed to introduce students to the major themes, debates, and developments in the history of sexuality in the United States. Given this large scope, the course will not be exhaustive, but rather offer a representative sample of key moments and issues in the history of sexuality. Particular attention will be paid to the roles that gender, race, culture, and class play in shaping ideas about and experiences of sex and sexuality. In recent years, scholars have come to understand sexual expression and sexual categories not as static, objective, or natural realities, but as social constructions. Thus, during the course, we will continually interrogate the term “sexuality,” and the changing meanings and expectations associated with the category across various cultural and historical contexts. In addition, this course will explore several themes throughout the semester, including:

- Reproduction and reproductive control;
- Regulation of gender, sex, and bodies;
- Laws and cultural norms regarding sex, marriage, and cross-cultural encounters;
- Changing ideas about sexuality in science and popular culture;
- Violence and power; and
- Sexual variation, identity, and identity politics

As a 500-level course, this class will entail a good deal of discussion, small group exercises, and engaged class participation. It is essential that every student does all the assigned readings, and comes to class prepared for discussion. Regular written assignments will be given to ensure understanding of the material and students are encouraged to email me, speak to me after class, or make an appointment with me if they are having trouble with any aspect of the coursework.

Learning Outcomes and Objectives:

Through assigned readings, class discussions, and written work, students will:

- Develop an understanding of current thematic and methodological issues in the history of sexuality in the United States
- Interrogate the dynamic relationship between sexual subjects and social institutions such as the law and medicine
- Examine the roles of race, class, religion, and region in the construction of sexual identities, subcultures, and expression
- Build skills in developing and defending a scholarly argument, in both oral and written communication
- Analyze primary sources and formulate critical questions about their historical context and implications
- Learn the conventions of scholarly writing employing primary and secondary evidence

This course will count toward requirements for undergraduate GWS majors, minors, and topical majors as well as the GWS graduate certificate, and other degrees as appropriate.

Required Texts:

- Kirsten Fischer, *Suspect Relations: Sex, Race, and Resistance in Colonial North Carolina* (Cornell University Press, 2001); ISBN: 978-0801486791
- Sharon Wood, *The Freedom of the Streets: Work, Citizenship, and Sexuality in a Gilded Age City* (University of North Carolina Press, 2005); ISBN: 978-0807856017
- Kevin Mumford, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (Columbia University Press, 1997); ISBN: 978-0231104937
- Wendy Kline, *Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom* (University of California Press, 2005); ISBN: 978-0520246744
- John Howard, *Men Like That: A Southern Queer History* (University of Chicago Press, 2001); ISBN: 978-0226354705
- Beth Bailey, *Sex in the Heartland* (Harvard University Press, 2002); ISBN: 978-0674009745

Recommended, especially for Graduate Students:

- Leila Rupp, *A Desired Past: A Short History of Same-Sex Love in America* (University of Chicago Press, 2002); ISBN: 978-0226731568 [While we will be reading an excerpt from this book--the introduction--in the course, I recommend purchasing and reading the whole thing as a useful overview of scholarship on same-sex sexuality in U.S. history.]

Note: In addition to the required books above, there will also be articles and other readings for the course. Unless otherwise noted, these readings are available through Canvas.

Readings:

As a 500 level course, the required readings **average 200 pages a week**, with less reading assigned on the days major assignments are due. Students are expected to do all the reading, and to be prepared to discuss the readings in class (please bring your readings to class). **Graduate level students only:** you will note that several dates throughout the semester will list an additional reading for graduate students. You are only required to do one of these additional readings, which you will present to the class (see “Presentation” under the Assignment section below for more details). Otherwise, these suggested readings are simply recommended, especially if the history of sexuality will comprise some portion of your qualifying exams.

Attendance Policy:

In order for a discussion-intensive course to work, everyone’s presence and active participation is essential. Attendance is **mandatory**. Roll will be taken at the beginning of each class. More than two unexcused absences will lower your final grade a full grade. Three latenesses (more than five minutes late) will count as an unexcused absence. You must let me know at the beginning of class if you need to leave early. Leaving early without permission will count as an absence. Please see me if you have a legitimate reason for absence or lateness.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the

semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Classroom Behavior, Decorum and Civility:

In course of this nature, students will not always agree on the issues discussed in class. Such debate is encouraged; it makes discussion more engaging when a range of perspectives is represented. However, while class members may not share the same opinions, students are expected to be respectful of each other and of the professor in class. That includes not interrupting classmates, or otherwise exhibiting disrespect or a lack of attention while classmates are speaking. In addition, use of headphones, cell phones, text messaging, or reading materials not assigned for the course will not be tolerated during class, and all phones should be set to “silent” prior to the start of class. Engaging in any of the disruptive or disrespectful behaviors described above will severely impact your class participation grade.

Plagiarism and Academic Dishonesty:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism. In addition, I will report all cases of plagiarism, regardless of degree, to the University, which may result in additional disciplinary action. If you are still unsure about what constitutes plagiarism or how to avoid it, please feel free to ask me for further guidance if needed.

Disability Accommodations:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the UK Disability Resource Center (DRC). If the you are not registered with the DRC, you may contact David T. Beach (dtbeac1@uky.edu). The DRC is located in Suite 407 of the Multidisciplinary Science Building, 725 Rose Street, 0082. To contact the DRC by phone, please call V/TDD (859) 257-2754.

Submission of Assignments:

Any assignment turned in after the deadline without prior permission from me will be graded down a full grade, and I will not accept any such assignment more than a week late. The two longer papers should be submitted to me in *both* paper and electronic formats; that is, students must turn in a hard copy at the start of class on the date the paper is due *and* send me an email with the paper attached as a .doc or .pdf file. While the shorter response papers (see below) may be handwritten or typed, they too must be turned in at the start of class on the day they are due, and will not be accepted late.

Midterm grades:

Mid-term grades will be posted in myUK by October 21st and will be based on performance in the course up to that point (including class participation, response papers, and the first paper). There is no midterm exam or final exam in this course, though the second longer paper will be due during finals week.

Assignments/Grading (All assignments must be completed to pass the course):

Class Participation:	15%
Response Papers:	15%
First Paper:	20%
Second Paper Draft	10%
Second Paper Final Draft	25%
Discussion questions (Undergraduate students only):	15%
Presentation (Graduate students only):	15%

Class Participation: Your undivided attention during class and active participation in discussions and in-class exercises will determine your class participation grade. In addition, exhibiting disrespect or a lack of attention while classmates are speaking or presenting will negatively affect your class participation grade.

Response Papers: Students will turn in response papers (1-2 pages for undergraduates; 2 pages for graduate students) once a week through the Assignments section of Canvas, for a total of 12. These papers should

summarize and synthesize the assigned readings for ANY day that week and discuss an aspect you found particularly interesting or problematic. In other words, you may choose which day's readings to which you will respond that week, but you must address all the readings assigned for that day. [Note: graduate students should also consider what questions the readings raise for gender studies scholarship and/or potential new directions toward which they point the field]. Please note that the response papers are designed to ensure you are keeping up with and understanding the readings, and they are a relatively simple way to pull up your grade if needed. Please note that I will collect response papers 13 times this semester (every week except for the first week of the semester, and weeks thirteen and fourteen, when no additional readings are assigned to allow you to work on your final projects); you only need to turn in responses for 12 of those weeks, however. In other words, you may skip a week, of your choosing.

Papers: In addition to the informal response papers, students must complete two longer papers. The first paper, **5-6 pages** in length for undergraduate students and **6-8 pages** for graduate students, will be based on the course readings up to that point and will not require additional research. The second paper, **8-10 pages** in length for undergraduate students and **12-15 pages** for graduate students, will be based on primary source research begun during the trip to the archives in the Special Collections Research Center of the King Library (see below) on September 14th. Building on course themes and readings, this paper will require outside research using a set of primary sources that you identify early in the semester, around a topic of your choosing. Students are strongly encouraged to discuss their paper topics with me in advance, at which point I can offer suggestions on additional readings or narrowing your topic. Detailed assignment sheets for each paper will be handed out in class prior to the due dates. Please note that plagiarism is a violation of University Policy and subject to disciplinary proceedings. All cases of plagiarism will be reported. Papers submitted late, without consulting the professor in the case of potentially excused lateness, will be marked down one letter grade; no assignment will be accepted more than one week past the due date without prior permission. The **first paper** will be **due on October 14th**; a **rough draft of the second paper** will be due on **November 21st** and the **final draft** will be due on **December 13th**.

Discussion Questions (Undergraduate students only): I will collect discussion questions throughout the semester (for every class session for which there are readings assigned); students are only required to turn in a discussion question for **five (5)** of these classes, of your own choosing. That is, you get to decide for which five class sessions you would like to submit a discussion question, and you may not submit more than one question per day. You must upload your question to Canvas by 9:00 a.m. on the day of class. Questions should be open-ended and designed to spark discussion or debate, rather than overly specific (i.e. questions like "Who said..." or "On what date did such and such happen..."). Prior to that day's class meeting, I will choose several student questions to discuss in class. Note, however, that you will be graded on the questions you write, not whether we have time to get to each of them in every class for which you submit them! Also note that this is a separate assignment from the response papers, which you will submit once a week; you should NOT chose the same day for which to submit a response paper AND a discussion question.

Presentation (Graduate students only): At the beginning of the semester, each graduate student will sign up for a class session for which an additional reading is assigned. At the beginning of class that day, you will present that reading to the rest of the class. This assignment is designed to help you get practice teaching, to think about how to present the material and concepts you are learning in your own coursework in a way that is comprehensible and meaningful for undergraduate students. Your presentation should be **no longer than 20 minutes**, and should situate the reading in the context of the time period we're discussing in class that day, as well as the other readings assigned and the larger themes of the course. You are encouraged to consult with me prior to class if you have any questions or need assistance, and any graduate student who is auditing the course but would like to benefit from this practice as well is welcome to do so, provided you sign up in advance.

WEEK ONE

Wednesday, August 24—Introduction

Friday, August 26—Issues in the History of Sexuality: Viewing the Past Through the Present

Readings: Leila Rupp, “Chapter One—Introduction: Thinking About Aunt Leila” in *A Desired Past: A Short History of Same-Sex Love in America*

WEEK TWO

Monday, August 29—Issues in the History of Sexuality, Part II: Sex Before Sexuality

Readings: Robert Padgug, “Sexual Matters: Rethinking Sexuality in History” in *Hidden from History*; David Halperin, “Sex Before Sexuality: Pederasty, Politics, and Power in Classical Athens” in *Hidden From History*

Wednesday, August 31— Issues in the History of Sexuality, Part III: The Challenge of Silence

Readings: John Wrathall, “Reading the Silences Around Sexuality,” in *Major Problems in the History of American Sexuality*; Evelyn Hammonds, “Toward a Genealogy of Black Female Sexuality: The Problematic of Silence” in *Feminist Genealogies, Colonial Legacies, Democratic Futures*

Friday, September 2—Colonial Encounters

Readings: Kirsten Fischer, *Suspect Relations: Sex, Race, and Resistance in Colonial North Carolina*, pages 1-12

Additional Reading (Graduate Students): Jennifer L. Morgan, “‘Some Could Suckle Over their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1550-1770” in *William and Mary Quarterly* (1997)

WEEK THREE

Monday, September 5—Labor Day (NO CLASS)

Wednesday, September 7—Race and Sex in Early America

Readings: Fischer, *Suspect Relations*, pages 13-130

Friday, September 9—Slander, Sexual Violence, and Social Control

Readings: Fischer, *Suspect Relations*, pages 131-194

WEEK FOUR

Monday, September 12—Gender and Sexuality in the 19th Century

Readings: Nancy F. Cott, “Passionlessness: An Interpretation of Victorian Sexual Ideology, 1790-1950” in *Signs* 4:2 (1978); Julie Dunfey, “‘Living the Principle’ of Plural Marriage: Mormon Women, Utopia, and Female Sexuality in the Nineteenth Century,” *Feminist Studies* 10 (Fall 1984)

Additional Reading (Graduate Students): Elizabeth A. Sheehan, “Victorian Clitoridectomy: Isaac Baker Brown and His Harmless Operative Procedure” in *The Gender/Sexuality Reader*

Wednesday, September 14—Conducting Historical Research

Readings: Sharon Wood, *The Freedom of the Streets*, pages 1-47

*In-class visit to the archives; **report directly** to the Special Collections Research Room, King Library

Friday, September 16—Urban Geography and Women's Work

Readings: Wood, *The Freedom of the Streets*, pages 48-101

WEEK FIVE

Monday, September 19—Sex for Sale: Urbanization, Commerce, and Social Reform

Readings: Wood, *The Freedom of the Streets*, pages 102-212

Wednesday, September 21—The Business of Respectability

Readings: Wood, *The Freedom of the Streets*, pages 213-258

Friday, September 23—Sex and the Color Line During Slavery and Reconstruction

Readings: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, excerpts (3 pages); Martha Hodes, "The Sexualization of Reconstruction Politics: White Women and Black Men in the South after the Civil War," *Journal of the History of Sexuality* 3 (1993)

Additional Readings (Graduate Students): Jane Dailey, "Is Marriage a Civil Right?: The Politics of Intimacy in the Jim Crow Era" in *The Folly of Jim Crow: Rethinking the Segregated South* (2012)

WEEK SIX

Monday, September 26—The Birth Control Movement

Readings: begin reading Kevin Mumford, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century*

*In-class film: *Margaret Sanger* (87 mins)

Wednesday, September 28—The Birth Control Movement, continued

Readings: continue reading Mumford, *Interzones*

*In-class film: finish and discuss *Margaret Sanger* (87 mins)

Friday, September 30—Sex and the Color Line at the Dawn of a New Century

Readings: finish reading Mumford, *Interzones*

WEEK SEVEN

Monday, October 3—The Science of Sex

Readings: Alexandra Lord, "'Naturally Clean and Wholesome': Women, Sex Education, and the United States Public Health Service, 1918–1928," *Social History of Medicine* 17:3 (2004); Siobhan Somerville, "Scientific Racism and the Invention of the Homosexual Body" in *Queering the Color Line: Race & the Invention of Homosexuality in American Culture*

Additional Readings (Graduate Students): Lisa Duggan, "The Trials of Alice Mitchell: Sensationalism, Sexology, and the Lesbian Subject in Turn-of-the-Century America" in *Signs* (1993)

Wednesday, October 5— Eugenics and the Regulation of Race and Reproduction

Readings: Wendy Kline, *Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom*, pages 1-31

Friday, October 7—Female Sexuality and Sterilization

Readings: Kline, *Building a Better Race*, pages 32-94

WEEK EIGHT

Monday, October 10—From Negative to Positive Eugenics

Readings: Kline, *Building a Better Race*, pages 95-164

Wednesday, October 12—The Secret Life of Sterilization: Eugenics Goes Underground

Readings: None. Work on first paper.

*In-class film: *No Más Bebés* (79 minutes)

Friday, October 14— The Secret Life of Sterilization: Eugenics Goes Underground

Readings: None. Work on first paper.

*In-class film: finish and discuss *No Más Bebés* (79 minutes)

FIRST PAPER DUE AT THE START OF CLASS

WEEK NINE

Monday, October 17—Identity, Sexual Expression and Subcultures

Readings: Hazel V. Carby, “‘It Jus Be’s Dat Way Sometime’: The Sexual Politics of Women’s Blues” in *Radical America* (1986); Eric Garber, “A Spectacle in Color: The Lesbian and Gay Subculture of Jazz Age Harlem” in *Hidden from History*

Wednesday, October 19—Sex and Place

Readings: John Howard, *Men Like That: A Southern Queer History*, pages xi-33

Friday, October 21—Sex and Place, continued

Readings: Howard, *Men Like That*, pages 34-126

Mid-term grades posted by midnight

WEEK TEN

Monday, October 24—Queering the Countryside

Readings: Howard, *Men Like That*, pages 127-256

Wednesday, October 26—Rumor, Scandal, and Social Control

Readings: Howard, *Men Like That*, pages 257-306

Friday, October 28—WWII and Sexual Cultures

Readings: Beth Bailey, *Sex in the Heartland*, pages 1-44; Alan Berube, “Marching to a Different Drummer: Lesbian and Gay GIs in WWII” in *Hidden from History: Reclaiming the Gay and Lesbian Past*

WEEK ELEVEN

Monday, October 31—Sexual Containment in Postwar America

Readings: Bailey, *Sex in the Heartland*, pages 45-74; Elaine Tyler May, “Chapter Five—Brinkmanship: Sexual Containment on the Home Front” in *Homeward Bound: American Families in the Cold War Era*

Additional Readings (Graduate Students): Donna Penn, “The Sexualized Woman: The Lesbian, the Prostitute, and the Containment of Female Sexuality in Post-War America” in *Not June Cleaver*

*In-class films: 50s Educational Films, <http://www.youtube.com/playlist?list=PLDB79E2C2DF927700>

Wednesday, November 2—The Other 50s

Readings: John D’Emilio, “The Homosexual Menace: The Politics of Sexuality in Coldwar America” in *Passion and Power: Sexuality in History*; Joanne Meyerowitz, “Sex Research at the Borders of Gender: Transvestites, Transsexuals, and Alfred C. Kinsey,” *Bulletin of the History of Medicine* (2001)

*In-class film: *Boys Beware* (10 minutes)

Friday, November 4—The Revolution Begins

Readings: Bailey, *Sex in the Heartland*, pages 75-135

WEEK TWELVE

Monday, November 7—The Revolution Continues

Readings: Bailey, *Sex in the Heartland*, pages 136-199

Wednesday, November 9—Liberation?

Readings: Bailey, *Sex in the Heartland*, pages 200-220

Friday, November 11—The Times of Harvey Milk

Readings: None. Work on archival projects.

*In-class film: *The Times of Harvey Milk* (90 minutes)

WEEK THIRTEEN

Monday, November 14—The Times of Harvey Milk

Readings: None. Work on archival projects.

*In-class film: finish *The Times of Harvey Milk* (90 minutes)

Wednesday, November 16—Sex and Sexuality in the Age of AIDS

Readings: None. Work on archival projects.

*In-class film: *How to Survive a Plague* (109 minutes)

Friday, November 18—Sex and Sexuality in the Age of AIDS

Readings: None. Work on archival projects.

*In-class film: continue *How to Survive a Plague* (109 minutes)

WEEK FOURTEEN

Monday, November 21—Sex and Sexuality in the Age of AIDS

Readings: None. Work on archival projects.

*In-class film: finish and discuss *How to Survive a Plague* (109 minutes)

ARCHIVAL PAPER DRAFT DUE

Wednesday, November 23 & Friday, November 25—NO CLASS, HAPPY THANKSGIVING!

WEEK FIFTEEN

Monday, November 28—The Conservative Counterrevolution

Readings: Bethany Moreton, “Why is There So Much Sex in Christian Conservatism and Why Do So Few Historians Care Anything About It?” in *The Journal of Southern History* 75 (August 2009); Zilla Eisenstein, “The Sexual Politics of the New Right: Understanding the “Crisis of Liberalism” for the 1980s”

Wednesday, November 30—Local, National, and Global Dynamics of U.S. Conservatism

Readings: Carol Mason, excerpts from *Oklahoma: Lessons in Unqueering America* (2016); Nathalie Baptiste, “It’s Not Just Uganda: Behind the Christian Right’s Onslaught in Africa” *The Nation* (2014), <https://www.thenation.com/article/its-not-just-uganda-behind-christian-rights-onslaught-africa/>

Friday, December 2—The Sex Wars and Strange Bedfellows

Readings: Wendy Chapkis, “Chapter One—The Meaning of Sex” in *Live Sex Acts: Women Performing Erotic Labor*, pages 11-32

Additional Reading (Graduate Students): Gayle Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” in *The Lesbian and Gay Studies Reader* (1994)

WEEK SIXTEEN

Monday, December 5—The History and Politics of Abstinence-Only Education

Readings: Janice Irvine, “Doing It with Words: Discourse and the Sex Education Culture Wars” in *Critical Inquiry* Vol. 27, No. 1 (Autumn, 2000)

Wednesday, December 7—The History and Politics of Abstinence-Only Education, continued

Readings: Judith Levine, excerpts from *Harmful to Minors: The Perils of Protecting Children from Sex*

Friday, December 9—Course Wrap-Up

Readings: None.

*****SECOND PAPER DUE BY 4:00 P.M. ON TUESDAY, DECEMBER 13th*****